

# **Teach Smarter, Not Harder: Strategic Lesson Planning**



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**An Unplanned Lesson can be  
disorganized and uncontrollable**

# A Well-Prepared Teacher is always a Smart Teacher



**A well-prepared teacher  
needs a  
well- constructed  
lesson plan**



# Objectives of this session:

At the end of the session, the participants will be able to:

- Define & explain lesson plan
- Mention the contents of the lesson plan
- Describe how to plan a lesson
- Construct a lesson plan for any session
- List the advantages of planning a lesson

**What do we know about  
Lesson Plan**





**A lesson plan is basically a guide that anticipates a lesson & its events, including challenges, for effective teaching & learning experiences**





# Importance of Lesson Planning

- Goals and objectives
- Solve the problems
- Reality check of everyday performance
- Improves habit and attitudes of the students
- Makes teaching smooth and easy
- Makes the teacher organized



# Teaching – Learning is a Two-Way Process



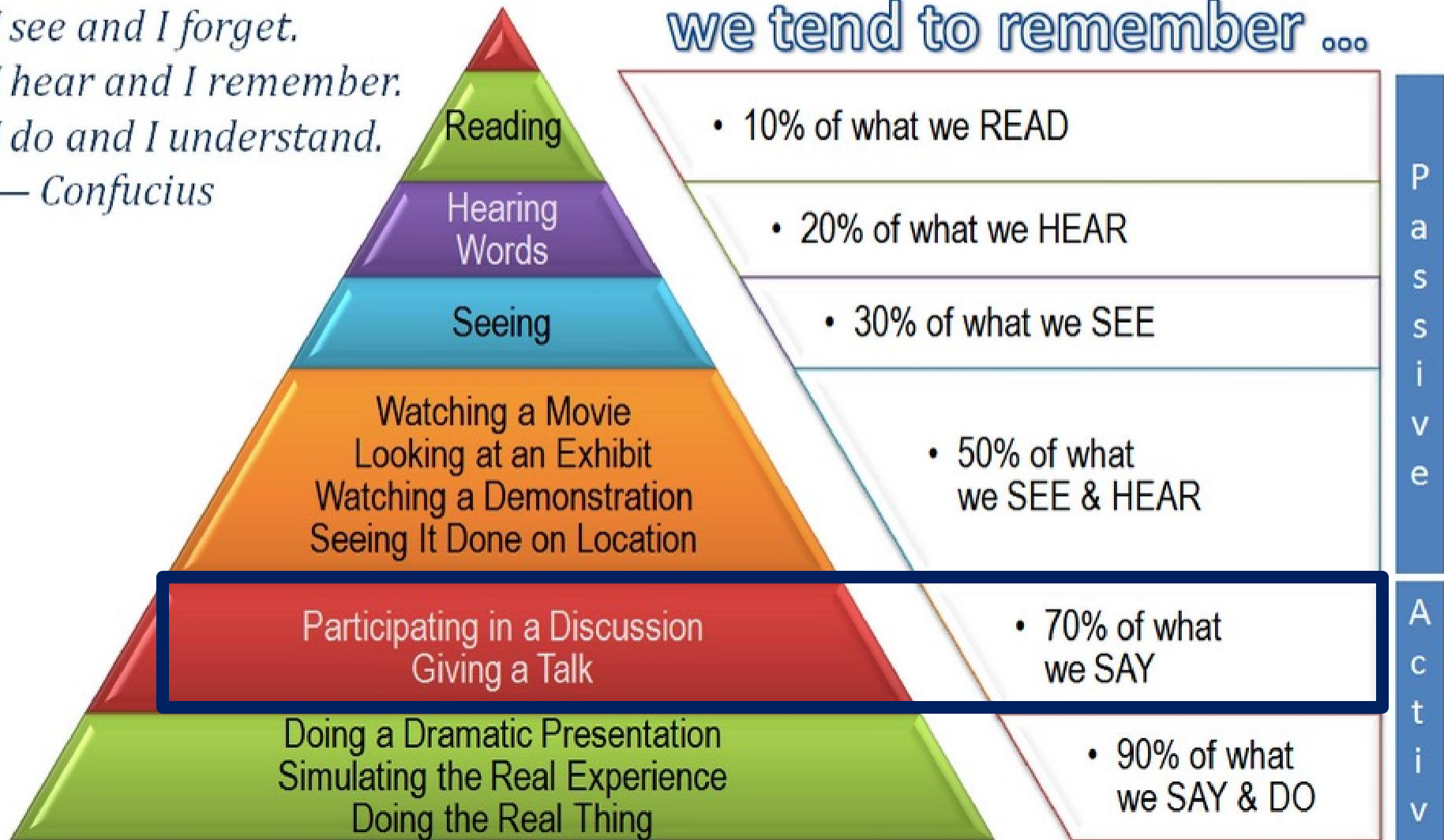


# The Cone of Learning

After 2 weeks,

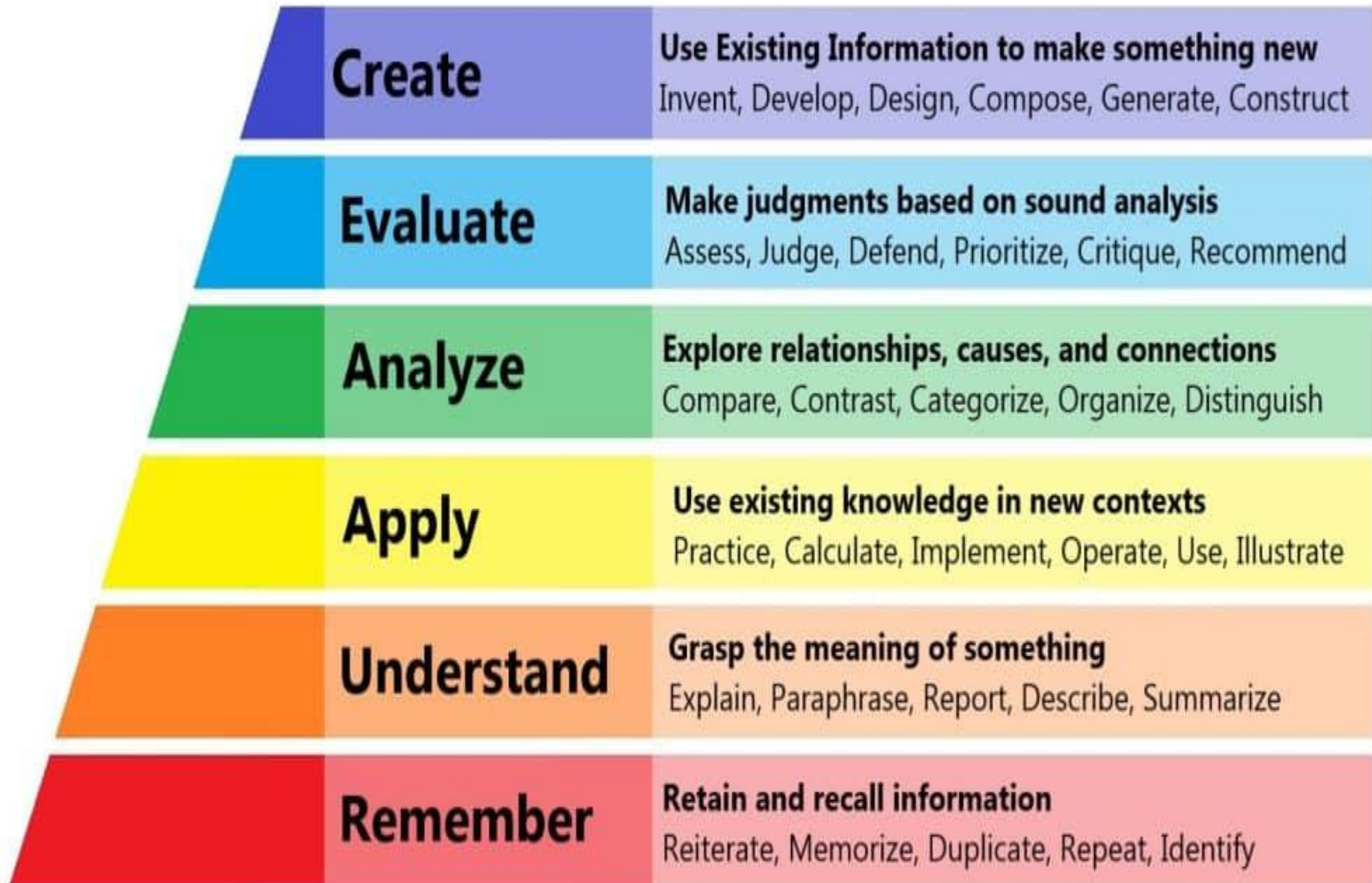
we tend to remember ...

*I see and I forget.  
I hear and I remember.  
I do and I understand.*  
— Confucius

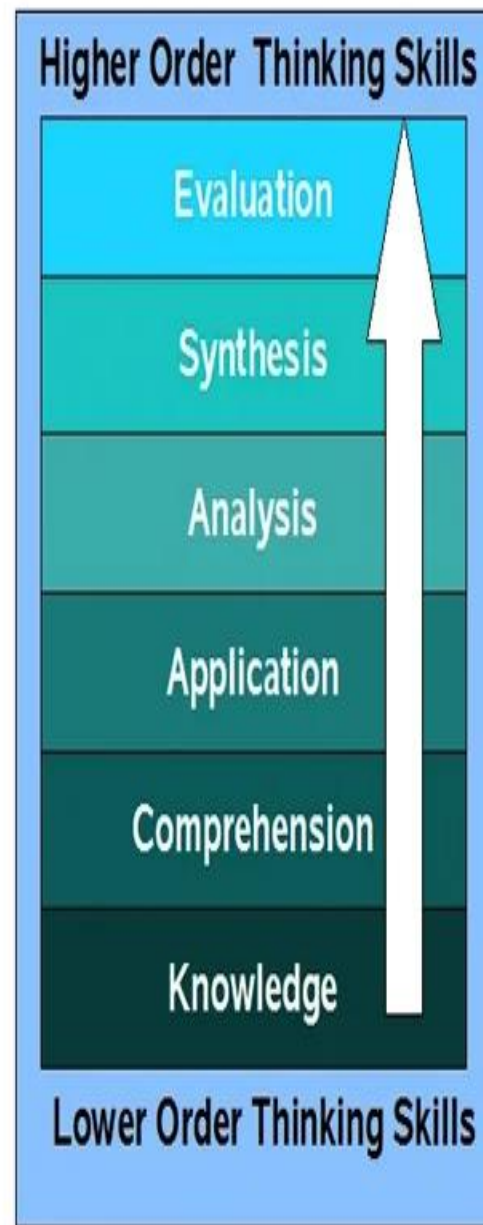


Source: Edgar Dale (1969)

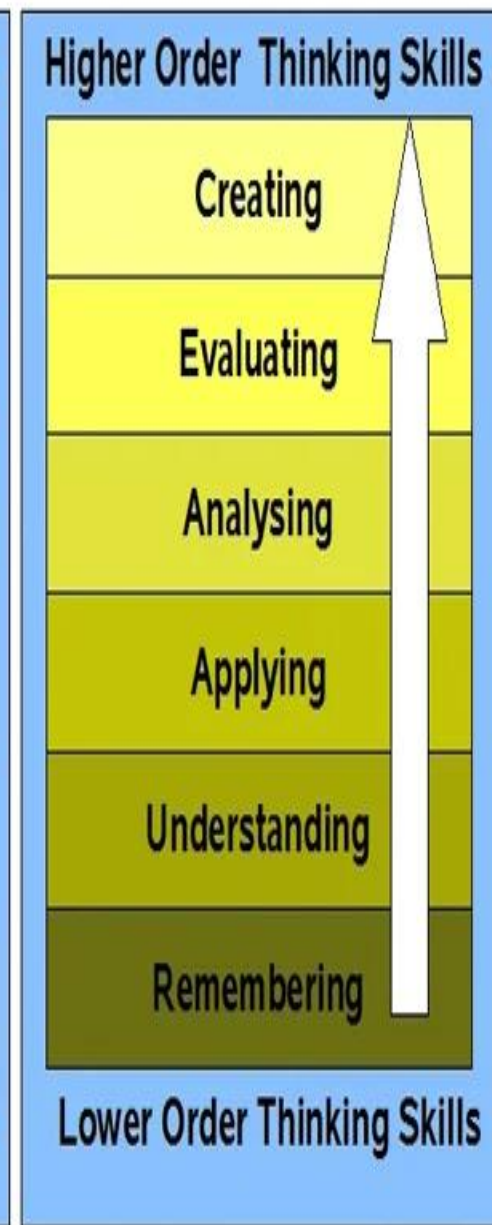
# BLOOM'S TAXONOMY



# The New Version of Bloom's Taxonomy



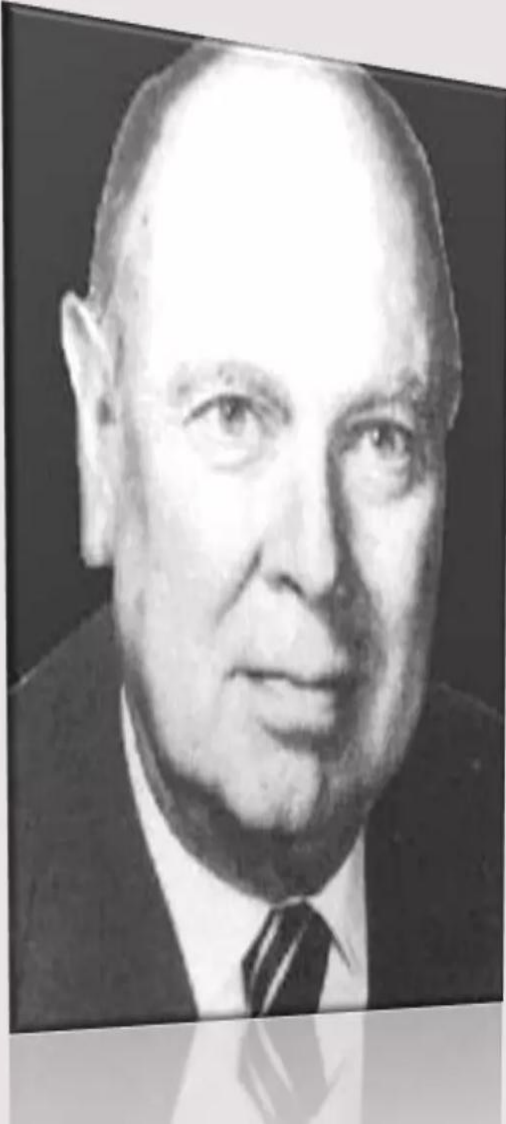
Original



Revised



# *Robert mills Gagné*



- Robert Mills Gagné was an American Educational Psychologist best known for his **conditions of learning**.
- Gagné's work is sometimes summarized as "the Gagné assumption".



- ① Gaining attention**
- ② Informing the learner of the objective**
- ③ Stimulating recall of pre-requisite knowledge**

## **Prepare the learner**

- ④ Presenting the stimulus material**
- ⑤ Providing learning guidance**

## **Actual teaching / learning process**

- ⑥ Elicit the performance**
- ⑦ Feedback about the performance correctness**
- ⑧ Assessing the performance**
- ⑨ Enhancing the performance and transfer**

## **Enhance learning**

# Backward Design



**Learning Goals  
and Objectives**

What do you want  
learners to learn?

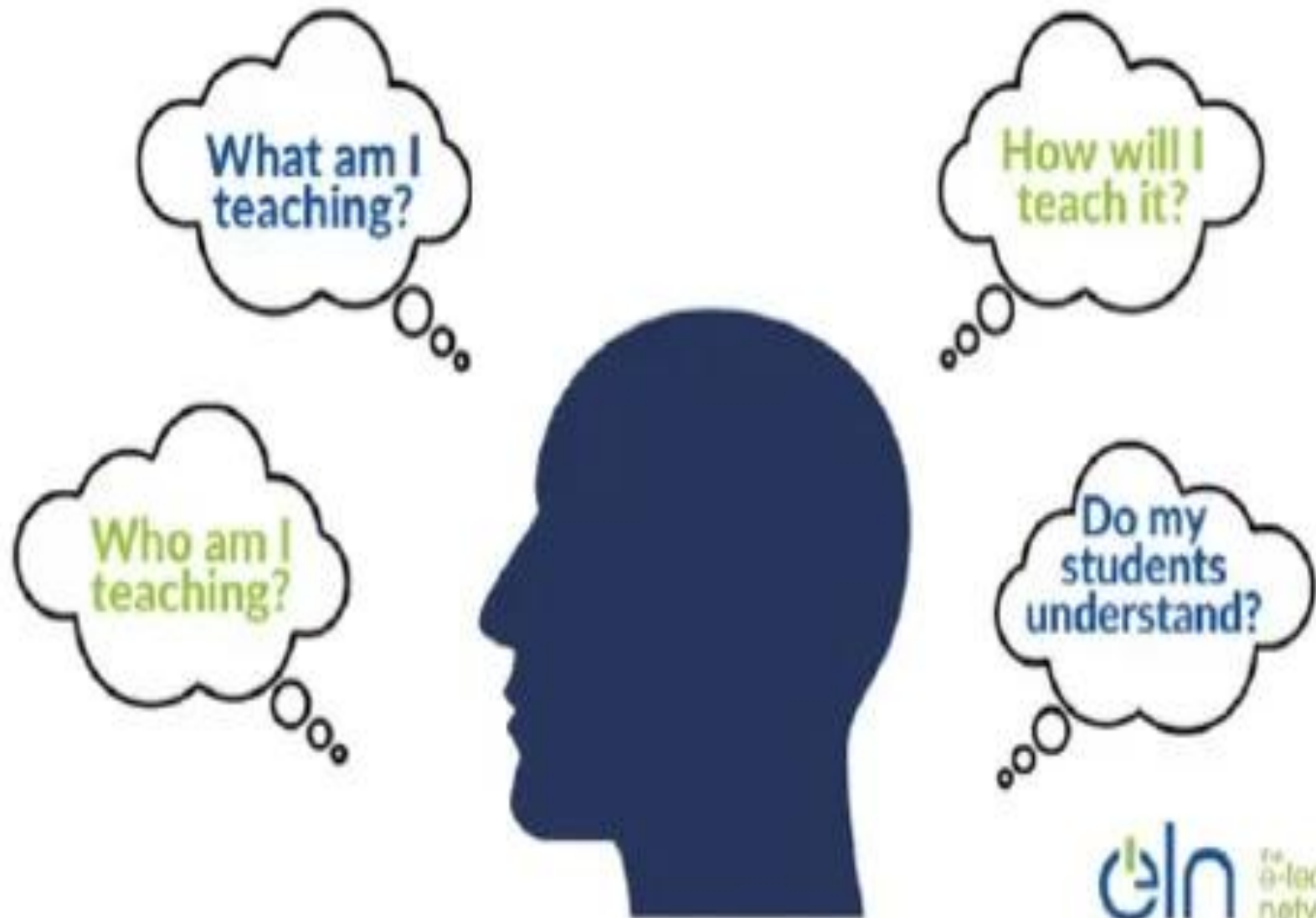
**Assessment  
Strategies**

How will you  
determine what  
learners have learned?

What content and activities  
will support the learning  
goals and objectives?

**Instructional  
Materials and  
Learning Activities**

# Lesson Planning



# Teaching materials

- **Materials prepared by teacher to facilitates teaching-learning session**
  - Notes: summarizing the main points
  - Series of questions
  - Textbooks, handouts
  - Instruction cards
  - Manuals



# Gagne's 9 Event of Instructions

Presentation	Events of Instruction	Learning Activities
Introduction	1. Gain attention	<ul style="list-style-type: none"> <li>• Present a dilemma, analogy, video</li> </ul>
	2. Inform learning outcomes	<ul style="list-style-type: none"> <li>• List clear learning outcomes creatively (Question/Challenge)</li> </ul>
	3. Stimulate recall prior knowledge	<ul style="list-style-type: none"> <li>• Explain how prior knowledge relates to new topic</li> <li>• Initiate discussion</li> <li>• Pre-tests</li> </ul>
Content	4. Present new content	<ul style="list-style-type: none"> <li>• Explanation, example, simulation</li> </ul>
	5. Provide guidance	<ul style="list-style-type: none"> <li>• Guidelines, checklists, mnemonics, group discussion</li> </ul>
Assessment	6. Provide learning activities 7. Provide feedback 8. Assess learning	<ul style="list-style-type: none"> <li>• Check your understanding</li> <li>• Self/Peer/Facilitator Assessment</li> <li>• Practical, e-Portfolio, quiz</li> </ul>
Summary	9. Enhance retention and transfer	<ul style="list-style-type: none"> <li>• Summarize/Conclude the topic</li> <li>• Provide additional resources</li> </ul>

# Teaching aids/ media

- Computer / laptop & Multimedia
- OHP Transparency & Transparency marker
- White board & different colour white board markers
- Black board & white and colored chalks
- Cadavers, prosected parts, bones, viscera
- Slide and slide projector
- Microscope

# **Content of a lesson plan**

- 1. Topic**
- 2. Place, date & duration**
- 3. Learning objectives**
- 4. Relevance & purpose of topics**
- 5. Prerequisite learning**

Instructions	Time	Actions
1. Gain Attention	3 min	
2. Learning outcomes	2 min	
3. Recall Prior Information	5 min	
4. Present information	15 min	
5. Provide Guidance	5 min	
6. Eliciting performance	5 min	
7. Provide Feedback	5 min	
8. Assessing performance	5 min	
9. Enhance Retention & transfer	5 min	
Summarize	5 min	
Attendance & Others	5 min	



**LET'S  
DO IT!**

# 1. Gaining Attention





# Gaining Attention



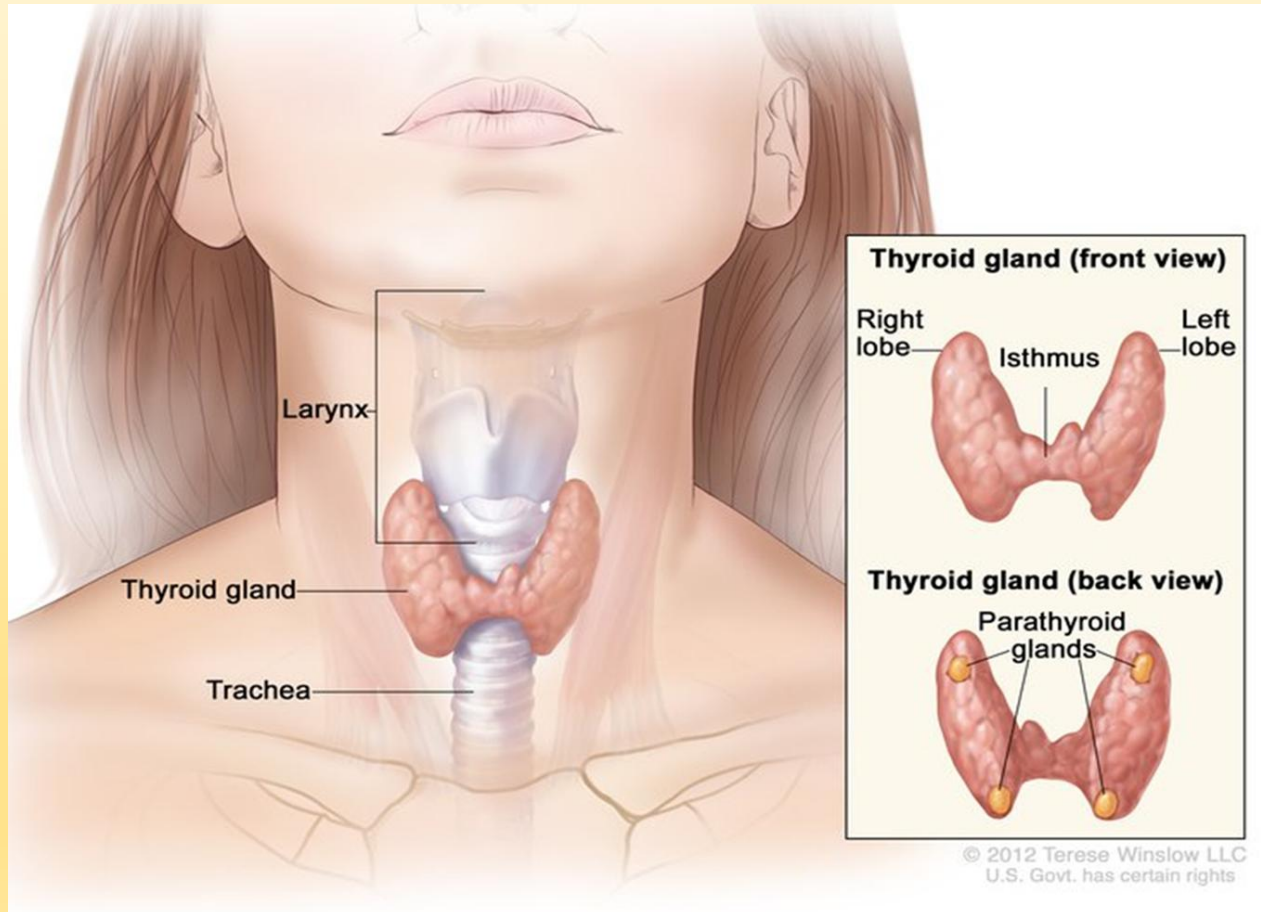
## **2. Learning Outcomes/ Objectives**

- Biosynthesis and secretion of thyroid hormone**
- Hormonal transport**
- Functions of thyroid hormone**
- Regulation of secretion**
- Thyroid disorders**

### **3. Recall Prior Information**

- Thyroid hormone falls into which category, according to its chemical nature?
- Who can tell me the mechanism of action of thyroid hormone?

# 4. Present information

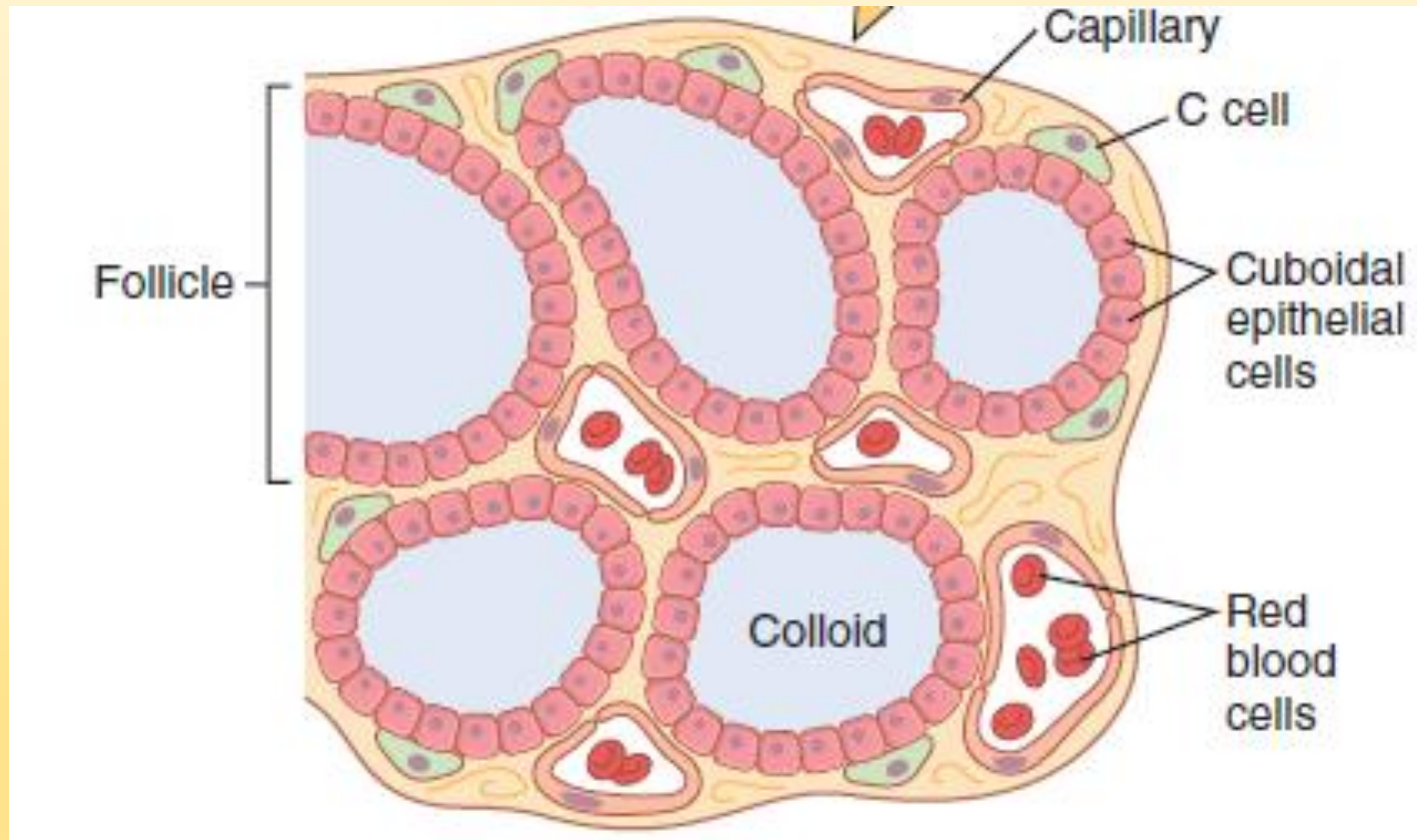


# **HORMONES OF THYROID GLAND**

- **Follicular cell: Thyroxine ( $T_4$ ) (93%) ,  
Triiodothyronine ( $T_3$ ) (7%).**
- **Parafollicular cell (C cell): Calcitonin.**

**Triiodothyronine ( $T_3$ ) is 4 times more potent than  
Thyroxine ( $T_4$ )**

# HISTOLOGICAL STRUCTURE OF THYROID GLAND

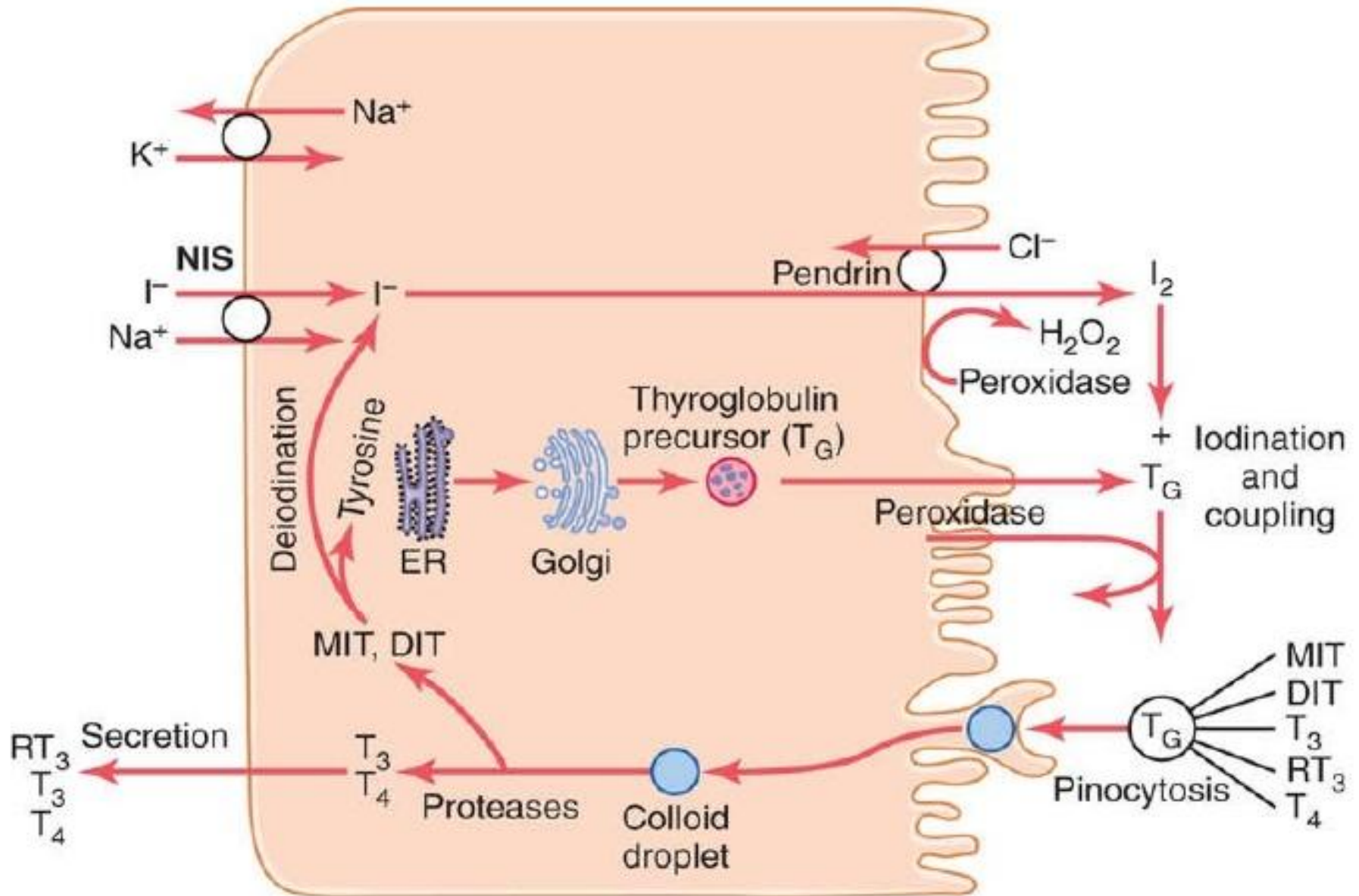




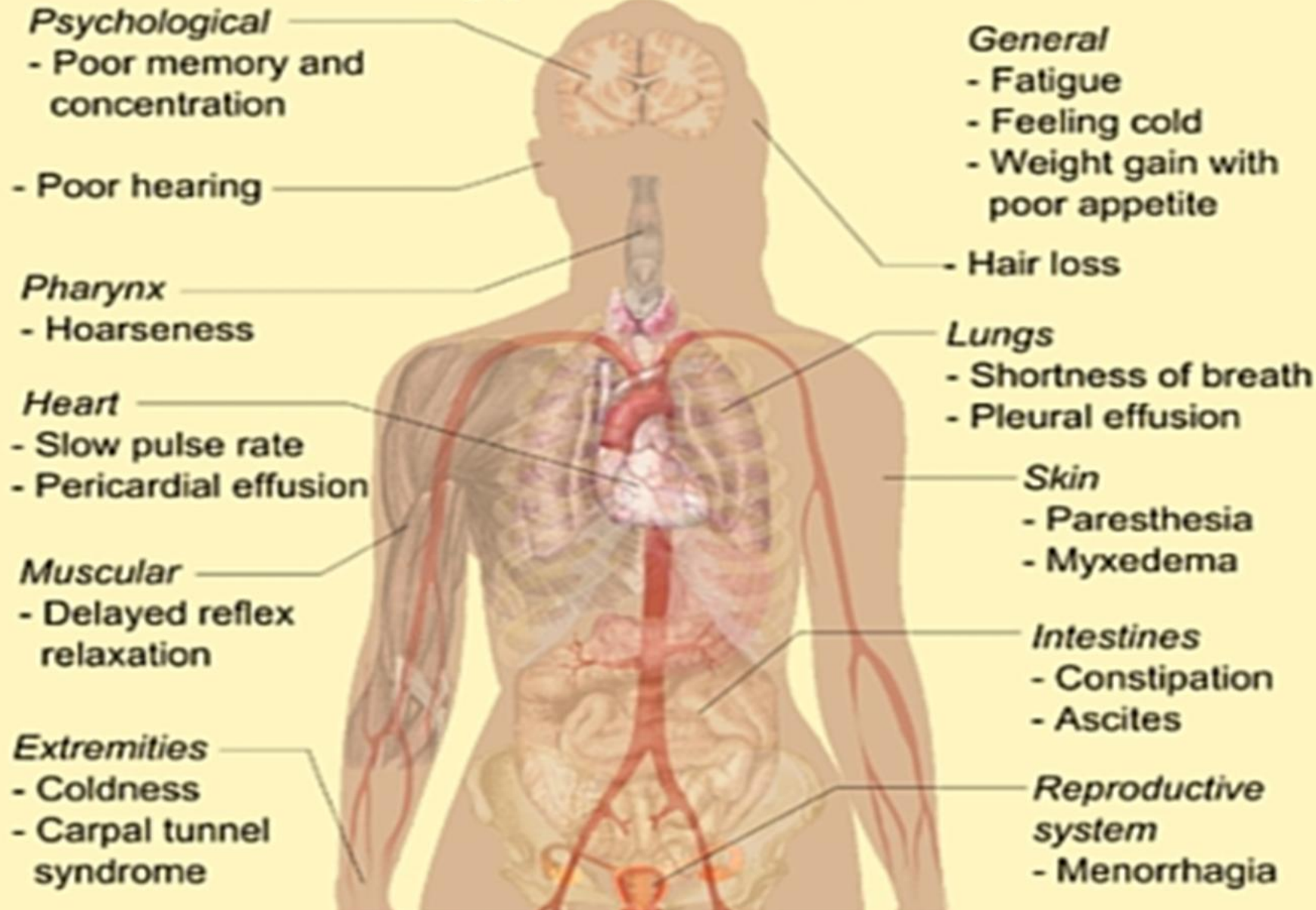
# Synthesis of thyroid hormones

- Raw materials: Iodine and tyrosine.
- Source of iodine: Sea fish, milk, egg, water, iodized salt.
- Source of tyrosine: Synthesized by body (in thyroglobulin).
- Iodine requirements:  
50 mgs of ingested iodine in the form of iodides are required each year or about 1 mg/week.

# Steps of biosynthesis of hormone



# Signs and symptoms of Hypothyroidism



## **5. Provide Guidance**

- **Tables and Charts you need to memorize from your textbook are:**
- **The following diagrams are important for exams:** Biosynthesis of thyroid hormone, mechanism of action of thyroid hormones, the regulation of secretion of thyroid hormone
- **Functions of thyroid hormone**
- **Diseases of the thyroid gland:** hypothyroidism and hyperthyroidism

## **6. Eliciting performance**

Quiz 1: Single best answer:

- **What are the raw materials for thyroid biosynthesis?**
  - A. thiamin**
  - B. tyrosin**
  - C. Pyrimidine**
  - D. Guanine**

# 7. Providing Feedback

Quiz 1: Single best answer:

• **What are the raw materials for thyroid biosynthesis?**

**A. thiamin**

**B. tyrosin**

**C. Pyrimidine**

**D. Guanine**

## **8. Assessing performance**

A 30-year-old lady presented to the OPD with complaints of weight gain for 6 months, husky voice, facial puffiness & edema, tiredness, inability to sleep and menorrhagia. On examination, her pulse was slow, her temperature was subnormal, and she had brittle hair & nails, as well as thick skin.

- a. What is your probable diagnosis?**
- b. What are the features of this condition?**
- c. What do you think is the type and cause of this edema or facial puffiness?**



## **9. Enhance Retention & Transfer**

**Conclude the topic**

**Or**

**Summarize the Session**



# Summary of lesson plan

- **State the objectives**
- **Identify the purpose of learning**
- **Think of pre-requisites**
- **Design the sequence of learning**
- **Identify the methods of instruction**
- **Plan instructional materials**
- **Plan for assessment**

Thank  
you